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ABSTRACT

Focusing on writing as a complex process, this packet was prepared to assist teachers in planning daily writing activities which combine thinking processes, mechanical skills, and composition skills. Following an introduction which contains suggestions for ways teachers can help students to write, the first section of the publication provides ideas and experiences which will encourage children to think and write. Prewriting activities are also discussed. The second section provides specific lessons in such areas as writing topic sentences, writing for different audiences, and writing in detail. Each teacher-developed lesson contains activities arranged in ascending order of difficulty for use with students of varying ages and abilities. An evaluation criterion is listed for each activity. The final section provides experiences for children which will enable them to utilize their writing skills to organize their thoughts and learnings into larger works. It also includes suggestions for helping students to share, edit, and evaluate their works. Appendixes contain discussions of mechanics, letter forms, and poetry. A bibliography of publications containing additional examples of writing-thinking activities is also provided. (FL)

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COMPOSSTRONK

A packet for teachers

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FOREWORD

Children learn to write by writing. Every day in the elementary school should include some writing activities. Some of these activities are brief, such as captions for pictures, bulletin board titles and subtitles, personal lists of things to be done, and informal notes. Other activities, such as stories, poems, reports, and letters, are more involved and may carry over a number of days. Each day, however, each child needs to do some writing.

The composition strand of "English Language Arts K-12" presented the skill and sequence of the writing process. This publication focuses on writing as a thinking process. The first section, "Motivation," is concerned with providing children with ideas and experiences which will encourage them to think and write. The second section, "Directed Activities," provides lessons to be presented by the teacher aimed at specific objectives which will help children transfer their thoughts to writing. The third section, "Extended Activities," provides experiences for children which will enable them to utilize their writing skills to organize their thoughts and learnings into longer works. The appendixes in this bulletin are provided for teacher use.

In the directed activities section, activities are listed under each objective in ascending order of difficulty. The first activity in each instance is aimed at children with little or no writing experience. Most of these activities are appropriate for children in kindergarten and first grade, but are also applicable to older children who cannot demonstrate skill in the stated criterion. Latter activities under each objective are designed for older children, but may be adapted to younger children who exhibit readiness for more involved writing activities. Each objective in this section is cross referenced to the five strands of "English Language Arts K-12" to provide teachers with activities in other areas of the language arts related to the stated objective.

Writing is a complex process. It involves thinking processes, mechanical skills, and composition skills. Though teachers will at times teach some of these skills and processes in isolation, the combination of these in a whole greater than its parts is the overall objective. This bulletin has been prepared to assist teachers in planning writing activities for the daily program in this context.

The Department extends its appreciation to Faith Schulstrum, Guilderland Middle School, for preparing original material for this bulletin. Sheila Schlawin, Associate in English Education, contributed material and pictures to the manuscript. Robert B. Carruthers, Chief, Bureau of English Education, submitted material and reviewed the manuscript. Dorothy M. Foley, Associate in Elementary Curriculum, contributed material to the manuscript and prepared it for press.

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INTRODUCTION

FOUR THINGS THE TEACHER CAN DO TO HELP PUPILS WRITE

How many of us teachers have written any type of communication during the last year, other than a letter, check, money order, or report? Does writing play an important role in our lives? If it does not, we become aware of the gap that exists between our practices and what we expect of elementary school children. The gap is wide.

Here are some practical suggestions to bridge this gap.

To help pupils to learn to write, we can:

BUILD AND MAINTAIN RELATIONSHIPS WITH THE PUPILS

As teachers, we see ourselves as very important persons in our classrooms. But, how much do we do to help each pupil become aware of his or her self-worth? What do we do to make each child feel important, that his or her experiences, opinions, etc. are worth writing and hearing about. We need to foster respect for all writing efforts.

SET THE STAGE FOR WRITING

A writing corner, planned by the children, can do wonders to "turn them on." See details on page 6.

Provide prewriting experiences. Let's head off the "I Don't Know What To Write" syndrome by engaging the entire class in activities such as trips, shows, dramatizations, radio or television programs, many types of opinions, and that most powerful of all stimuli, literature. A well written story will turn most children on--read to them daily. Don't forget the arts either: rhythm in music, art in a painting stimulate writing too.

Aiding pupils to draw upon their personal experiences helps. In their writing the children can be led to interpret what they see, hear, feel, touch, and otherwise experience. Writing can be a window on their world as they perceive it.

SHOW, DON'T TELL

A long list of principles for writing falls on deaf or uninterested ears of children. Instead:

- Use many examples of writing done by other pupils.
- Do many of the writing assignments yourself. Get involved in the writing process in this way. You may be astonished to learn how difficult it is to write. You'll make points with the children for writing, too!

BE SUPPORTIVE

- A casual encouraging word can do much to bolster most pupils.
- Praise often but as honestly as you can.
- Let each child get some form of recognition, however modest, from you, from classmates, from the school or community.
- Place more emphasis upon progress than upon achievement, ideas rather than mechanics, quality rather than quantity.
- Encourage, encourage, encourage!



MOTIVATION

Children of all ages, given encouragement and opportunity, will write. They write to communicate information, feelings, and ideas. They write as an aid to memory for themselves and others. They write because writing gives them a feeling of accomplishment. They write to let off steam, to crystallize an idea, to organize their thoughts, to share with others, and for many other reasons.

- Children are encouraged by a word of praise.
- Not all children are ready to write at the same time.
- Some children need more time to finish their writing activity.



Writing in the elementary school should be a meaningful, rewarding experience. It may be hard work, but it should bring satisfaction. It may be fun, exhilarating, and exciting, but it should be rewarding. It may be a combination of many things, but should always result in a sense of pride; a job well done.

In order to write well, one has to have something to write about. Getting started is often the most difficult step. The following suggestions are offered as an approach to "I don't know what to write."

SETTING THE STAGE

A Writing Corner

Establish an area in the classroom as a writing corner. A table or other work space and chairs serve as the center. Close by should be stored paper, pencils, pens, crayons, scissors, magazines, and glue. A list of commonly used words, class-developed guides for writing, and alphabet cards posted in the area are a help to the children. For older children include in the area a dictionary and a junior or classmate thesaurus.



Provide a changing array of stimuli. Seeds, plants, toys, puppets, letters, poems, pictures, spices, stuffed animals, and things to take apart and put together again can provide a topic for writing.



Children may sit in or near the area to write or may check something out to go to their desks or corners to write. Use this area as best suits the class' needs.

It is a good idea to have in the writing corner a box of 5x8 cards which give individual children ideas for writing. This may be a small collection of ten or twelve ideas which are changed weekly, or it may be a larger permanent collection.

A larger collection should be organized in such a way that children do not get discouraged or confused going through 100 or more cards. Categories may include poetry, stories, completions, fun activities, etc. Another method of organization might be by topics such as: animals, colors, careers, personal experiences, etc.

Once a card file of this sort has been started, children should be encouraged to add ideas. Younger children can make suggestions for the teacher to include. Older children can write their suggestions in the form of activities, which in itself is a writing experience.

Stories

Stories are make-believe. They may be about people, places, or things, but they never really happened. They are pretend.

Draw a picture of a house. Write about the people who live in it.

Draw a picture of a make-believe person. Write about this person.

Make believe you saw a monster. Write about what you saw and felt.

Write a story about your pet. Tell about funny things he or she might think and say.

Pretend you are a heroine or hero you have read about. Write a story about an incident in your life.

Write a fairy tale to read to a group of kindergarten children.

Reports

Reports are factual. They tell only what really exists. A person's feelings about the subject are sometimes included in a report.

What do you want to be when you grow up? Write a paper telling why.

Ask your parents, grandparents, or adult friends about their wedding. Write a newspaper account of the event.

Do you ever worry? Write a paper telling about things that you worry about.

Do some things make you angry? Write a paragraph about each thing that makes you angry.

What would you really like to be doing right now? Write a page or two telling about it.

Think of a place you have visited. Write a paper telling what this place looks and sounds like and how you feel about it.

Poems

Poems are fun to write.
They are short or long.
They are fast or slow.
They may rhyme or not.
Poems are fun to write.

Write a poem or five lines beginning with I remember.

Write a poem with a different color in every line.

Write a poem in which every other line rhymes with night.

Write a poem of six to eight lines about some things you like to do. Make three beats to each line.

Think about the future. Write a poem in which every line begins "I am going to."

Write a poem that tells a story.

Fun

Some things are just fun to write.

Make up a code. Write a secret message using this code. Give the code and the message to a friend.

Write a book of riddles and jokes. You can make up some and ask others for some.

What is the most embarrassing thing that's ever happened to you? Make a comic strip illustrating this.

Things to think and write about:
What is silence?
What is your idea of a spiral staircase?
Where would you like to live?
What did you used to think was true?
What will the world be like when you are twenty-two?
What is left to be invented?

Letters

10 Beehive Place
Heuvelton, N.Y. 13654
September 21, 1977

Dear Aunt Karen,

Letters have a special form.
This is a good example of a friendly letter.

Your nephew,
Chris

Write a note to your aunt, uncle, grandparents, or other person.
Tell about you and your friends.

Write a letter to a friend telling about a book that you have read.

Write a note to your teacher telling him or her what you like best about school.

When are you the happiest? Write a letter to a friend telling him or her when you are the happiest.

Of all the things that you have done the past month, of what are you the most proud and why? Write a letter to a relative telling her or him about it.

Completions

Completions are easy to do. A start is made and you fill in the rest.

Complete these sentences:

I am...
I like...
I don't like...
I wish...
I can...

Complete the following:

I like _____ because _____

Complete these sentences:

I used to be _____
but now I am _____
I have changed because _____

Complete this story:

George could never make a decision. He couldn't decide between chocolate or vanilla ice cream, to play ball or to read, or to visit his aunt or his grandfather.

PREWRITING ACTIVITIES

Prewriting activities are a vital part of each writing experience. These activities stimulate, guide, and challenge thinking. They focus attention, raise questions, sharpen observations, and develop new insights.

Prewriting activities involve cognitive and creative thinking. They are designed to provide factual information, utilize reasoning processes, and encourage individual hypothesis and interpretations. Prewriting activities should utilize the physical senses and the intuitive senses. Their purpose should be aimed toward the gaining and processing of information.

Elementary school children are just discovering themselves and their world. They need many opportunities to test themselves against their environment and the things and people in it. Prewriting activities for these children should be exploratory and stimulate discussion. Expressing thoughts, reactions, and feelings orally is easier than writing and frees the children to approach a stimulus from many different angles. It also provides an opportunity for the teacher to guide the thinking of the children, to correct misinterpretations before they set, and to lead the children into new areas of discovery.

Some prewriting activities may be quite general and all encompassing. Such activities include trips throughout the school and community where a multitude of stimuli are bombarding the children. Teachers need to listen to what the children are saying on such a trip, draw their attention to certain aspects, and raise "why" and "how" questions. Follow-up discussions should help the children categorize their learnings and focus on pertinent points. Writing activities related to a broad experience should be attempted only after the children have had time for much talking about it.

Some prewriting activities are narrow in scope and designed to provide a limited stimulus. These activities are often aimed at the development of a specific thinking skill, reasoning process, or judgmental interpretation. They are designed to help in the development of children's thinking skills as well as to culminate in a writing activity.

Prewriting activities should include:

- **OBSERVATION.** Accurate observation is a tool for dealing with the real world. It is a prerequisite for many kinds of writing including writing descriptions, giving directions, explaining a process, and relating an incident.

Examples:

- Observing plants and fish and animals in the classroom.
- Giving oral descriptions of objects.
- Listing details found in a picture.

•SINGLING OUT ELEMENTS. In forming a concept, one must distinguish the essential features of a thing or situation. This skill is important in writing definitions, explaining a process, and giving logical reasons or relevant evidence for a position.

Examples:

Sorting out objects by first one element, such as color, and then another, such as size.

Looking for common elements in a series of pictures.

Listing steps in a process.

•FORMING ASSOCIATIONS. In forming associations, a thing, situation, or attribute is thought of as being like or different from some other thing, situation, or attribute. Associations are often used to explain an idea, object, or event by comparison and contrast.

Examples:

Group a variety of objects by some criterion such as shape, size, or function.

Comparing and contrasting similar objects, such as a dog and a puppy.

Comparing and contrasting an idea to an object or feeling, such as "hard as nails" or "red is a happy color."

•FORMING ABSTRACTIONS. The ability to form abstraction is the consideration of a quality or an attribute apart from a particular object of instance. Abstractions are used in defining concepts, expressing feelings, and communicating interpretations.

Examples:

Verbally describing feelings.

Completing sentences such as "Coldness is _____."
or "Fun is _____."

•MAKING GENERALIZATIONS. Generalizing is the ability to apply a concept to a situation other than the one under which the concept is learned. Generalizations are used in writing reports, descriptions, and narrations.

Examples:

Examining a single plant and then comparing it to a number of other plants to discover commonalities.

Examining a class of animals, such as fish, listing those attributes that all have in common and making generalizations, such as: "Most fish have scales."

Starting with a suggested generalization such as: "All animals eat meat." List all evidence that proves the statement true and all evidence that prove it false.

- **SPECULATING.** Speculating is the ability to go beyond the given facts and make educated guesses. In writing, speculation is used in developing stories, predicting events, and in inventing.

Examples:

- Looking at a picture and deciding what happened before and after the pictured event.
- Examining a familiar object, such as a hammer, and listing other uses for it.
- Thinking about a present problem, such as the energy crisis, and devising futuristic answers to it.

Prewriting activities provide an opportunity for children to interact with materials, each other, the teacher, and the environment. They involve thinking skills, vocabulary development, and problem solving. They stimulate discussion and lead into written communication.

Each writing activity in this bulletin has an explicit or inferred pre-writing activity as an integral part.



ACTIVITIES TO STIMULATE TALKING AND WRITING

The arrival of new books or other materials

A classroom visitor

Firedrills

Films, filmstrips and slide shows

A teacher retiring, getting married, or leaving

Games

Birthdays

The moving away of a former classmate

Arrival or demise of a classroom pet

Puppets

A change in the neighborhood or school

The arrival of a new student

Field trips

Stories

An unusual happening in the classroom

Interesting gadgets, artifacts

Planting

Newspaper articles

Arrival of a new brother or sister

Sudden weather changes - thunderstorms

Holidays

Hobby displays

Seasonal changes

Disagreements

STARTERS

Starters are generally fun activities. They need little preparation, little time, and little follow-up. They are experiences in which various size groups of children may participate and in which there is little risk, for grades are not given and corrections are minimal.

Starters lead to writing activities meant for immediate sharing. A quick whip around the group with each child reading what she or he has written or passing papers around the group will often suffice. The activities are compact and the topic in each limited.

Starters are challenging to the children, encourage thinking, and should be enjoyable experiences. Sometimes they may lead into more extended activities or result in papers worth sharing with a larger group. Their major objective, however, is to present a limited idea for the children to react to in a no-risk environment.

How Does It Feel

Decorate a box and put a variety of objects in it. Have the children reach in with one hand, feel one object, and describe what it feels like.

What Can One Hand Do

Have the children think of and list all of the things one hand can do. Have them make a picture book of one- and two-handed activities.

Numbers

Have the children pick a number and tell about it.

Example: Five

Five is the age for starting school.
It is the number of fingers on one hand or toes on one foot.
Five tells the number of people in my family.
There are five school days in a week.
Five is half of ten.

Shapes

Have the children fold construction paper and cut out free-form shapes. Then direct them to unfold their shapes and paste them onto contrasting colored sheets of paper, adding details with crayons. Have them write a story about the "thing" that has been created.

What Is It?

Have the children place three unrelated objects in a paperbag and trade bags with a friend. Have each write a story that connects all three objects.

Menus

Have the children make up monster menus using food names that:

- begin with the same letter as the monster name
(Brontosaurus broth, Dracula drumsticks)
- have the same number of syllables
(King Kong carrots, Ogre onions)
- are associated with the monster
(Vampire blood)
- go with the monster in some imaginative way

Characters

Place an old coat on a chair. Encourage the children to talk about it, speculating what kind of person it might belong to. Ask them to write a paragraph describing this person. If the paragraphs are then illustrated, they may be used as a bulletin board display.

A Hunt

A group of children may plan a scavenger hunt for the rest of the class. They would make a map with clues provided, prepare a list of things to be found, and write directions to be followed.

Ads

Cut up a page of classified ads and distribute them to the children. After they have read these, encourage discussion about them. Elicit reasons why a certain item might be offered, what they would do with an item if they could buy it, who might be interested in particular items, and what if they bought it and found it led to adventure. Have them choose one ad from the section given to them to write about. Their writings might be quite imaginary, such as buying a CB radio and being the heroine or hero in a rescue operation, or going to pick up a sewing machine offered for sale and finding a haunted house.

Stream of Consciousness

Set a mood of quiet and concentration. Then ask the children to write for five minutes about what they are feeling/thinking/hearing/seeing right here and now.

"What I'd really like to be doing now" is a five- or ten-minute stream of consciousness type assignment.

Alliteration

Ask the children to make long sentences for a letter of the alphabet.

Smells

Spray some cologne where the children can get a good whiff of it. Have them write a poem describing the aroma. Provide time for the children to read their poems aloud.

A Word

Present a word such as force, happiness, circus, or freedom. Encourage the children to talk about the word, what it brings to mind, what they feel about it, what it means to them. After brainstorming, have the children write a paragraph about the word presented.

Rhymes

Give the children a sentence such as "I have a big white cat." Have them each write a sentence that rhymes with it. Putting all the sentences together may make a poem.

How Many?

Ask the children to list in one minute all the words they can think of that describe the ocean (or a person, story book character, an animal, etc.) At the end of the minute, have the child with the longest list read all her or his words. Ask the other children to read any words from their lists which have not already been mentioned.

Definitions

Have the children write definitions on newsprint to post and share with others.

Example: What is summer?

Summer is...

a time to go to the beach
no school
hot, sweltering days
lots of fun
seeing your friends
going to camp
eating ice cream
watermelon time

Sentences

Place a group of words or phrases on the chalkboard and ask the children to make a sentence using these words.

Example:

dog Mary stick
The dog ran when Mary threw the stick
around the room tiny red
The tiny, red droplets were found all around the room.

What Is It?

Say to the children, "I am thinking of something in the room that is blue." Have them ask in writing what they think you are thinking of, such as: "Is it Anna's sweater?" The child whose questions elicits a "yes" answer may then think of something for the others to guess.

Recordings

Play for the children a recording such as Prokofiev's "Peter and the Wolf." Encourage the children to voice their reactions. Ask them to write a paragraph telling how the music made them feel, what they thought about while listening to it, or what mental images the music gave them.

Gadgets

Bring to class a kitchen gadget with which the children may not be familiar such as a garlic press, a hand can opener, or an old scrub board. Pass the item around so that the children can examine it closely. Then ask them to write a paragraph telling what the gadget is and how it is used. After the children have had an opportunity to share their paragraphs, demonstrate the actual function of the gadget.

I See It

Place a drop of water from the classroom aquarium on a slide for the children to observe under the microscope. Help the children to observe the living organisms in the water. Have them write a paragraph describing their reactions.

Names

Have each child write her or his name vertically on a page and use each letter as the first word of a phrase that tells something about herself or himself.

Example:

Jumping
Agile
Clown
Know-it-all

Being alone isn't
Enough
Thinking those
Thoughts makes me
Yell

Basketball
And
Rollerskating
Baseball
And
Racquets
Anytime

Super People

The children might create a super-heroine or superhero like Wonder Woman or Superman. Have them draw a comic strip with captions about their character.

Spring is Here

Place a bouquet of flowers - tulips, roses, jonquils, lilacs - on a table. Ask the children to write a description of how the flowers look and feel. Next they may write about how the flowers make them feel or what the flowers remind them of.

Monstrous Words

Have the children make a list of monstrous words. These could include names of monsters, long words, and monstrous meaning words.

Example:

MONSTROUS WORDS

King Kong sea serpent
huge Godzilla gigantic
- fire breathing Dracula Brontosaurus
 supercalifragilisticexpialidocious

Some children may write a short story using as many of these terms as they can.

DIRECTED WRITING ACTIVITIES

The directed writing activities on the following pages deal with particular composition skills in isolation. Each activity presented has as its major objectives the introduction of, and practice in using, a specific skill. These activities are generally brief, completed in one sitting, and evaluated in terms of the skill being learned.

Under each objective, activities are listed from the simple to the more complex. Teachers are encouraged to choose activities most appropriate for the children with whom they are working and to use these suggestions as a basis for developing other, similar activities.

In each activity an evaluation criterion is printed in *italics*, for easy identification. In each instance, the evaluation criterion is presented in the form of a question that the teacher should keep in mind when reviewing children's endeavors. Each paper should be read in terms of the evaluation criterion. In discussing the child's work with her or him, the teacher should lead the child to recognize his or her success in meeting the specific criterion. When a group of children are involved in evaluating each other's work, the teacher may pose these questions to initiate discussion. Although children's errors in mechanics should not be ignored, it is advisable to handle them incidentally in these activities, and to focus upon the achievement of the specific skill being presented. Mechanical errors should be noted and activities devised to correct them at another time.

Although it is not explicit in each of these activities, it is assumed that teachers will involve children in a prewriting activity for each and will provide opportunities for children to share their work at the completion of each.

Following each objective and its corresponding directed activities is a list of cross references to the English Language Arts K-12 strands. These cross references refer to skills and activities related to the objective and will provide teachers with further suggestions for teaching this objective.



The child learns to:

WRITE TOPIC SENTENCES

- Use pictures from the picture file or pictures drawn by the children. Have them tell about individual pictures. Then have them dictate or write one-sentence captions for each picture.

Evaluation criterion: *Does the sentence tell what the picture is about?*

- Ask the children to draw a picture illustrating a book or story they have recently read and enjoyed. Ask them to write a one-sentence caption for their picture. These may be used to interest other children in reading the book or story.

Evaluation criterion: *Does the caption give an idea of the book's contents?*

- Choose from the children's writing a paragraph that has a good topic sentence and one that is lacking a topic sentence. Reproduce these so that each member of the group has a copy. Ask the children to read the first paragraph. Through discussion, help the children to determine the main idea. Ask them to re-read the paragraph to see if they can find a sentence in the paragraph that expresses this main idea. Repeat the experience with the paragraph lacking a topic sentence. Help the children to create a topic sentence for this paragraph.

Evaluation criterion: *Does the child's sentence present the idea of the paragraph?*

- After the children visit a local business, review the experience with them. As they mention particular aspects, write key words on the chalkboard.

Example:

The Insurance Office

Telephones
Forms
Typewriters

Charts
Files
Computers

Men and Women
Paper
Pads and Pencils

Ask the children to write one sentence to describe this business, such as, "An insurance office is a busy place." Evaluate this with the children. Then have them write a paragraph each using her or his own sentence as a beginning and including as many ideas on the chalkboard as necessary to support this sentence.

Evaluation criterion: *Does the child's paragraph contain a topic sentence?*

CROSS REFERENCES TO ENGLISH LANGUAGE ARTS STRANDS

RELATED ACTIVITIES: TOPIC SENTENCE

Recognizing a complete sentence

Composition.....pp. 3-5, 14, 15
Language.....pp. 6-8, 14-16
Listening and Speaking.....p. 100

Using a topic sentence to express a main idea

Composition.....pp. 46, 53
Listening and Speaking.....pp. 3, 4, 63, 65, 101
Literature.....pp. 12, 39, 43
Reading.....pp. 34, 37

Using one topic sentence per paragraph

Composition.....pp. 50, 51
Listening and Speaking.....p. 62
Literature.....p. 39
Reading.....pp. 34, 37

Developing a topic sentence

Composition.....pp. 46, 51, 57, 58
Listening and Speaking.....pp. 5, 7-9, 63, 101
Literature.....p. 43
Reading.....pp. 35, 37, 38, 55

The child learns to:

SEQUENCE EVENTS

- Ask the children to draw a series of pictures showing a sequence of events.

Example:

Playing Ring-Around-the-Rosy
Getting Ready for School
Goldilocks and the Three Bears

Evaluation criterion: *Are the pictures in the correct order?*

- Read to the children a short story such as "Millions of Cats" or "Pied Piper of Hamelin" that has easily identifiable events. Then, ask them to list the events in the story. Discuss these to be sure the children have identified important events and listed them in order. Have them write a brief summary of the story using their list to help them remember what happened when.

Evaluation criterion: *Does the child's summary present the events in the current order?*

- Have the children select a tree to observe over a period of time. Have them observe and record changes. A dated chart with entries such as mounted leaves, twigs, buds, and seeds will enable children to keep track of seasonal change. At various times during the year the children can write short reports summarizing the information on the chart.

Evaluation criterion: *Are events organized and presented in the correct order?*

- Have the children teach the rules for a game. This may be a commercial game that a child wants to teach other children or a game that a child has made up. If it is a game for which there are no written rules, have the child write the rules so that others may learn the game.

Evaluation criterion: *Does the child present the rules in sequence so that others can play the game?*

- Have individual children choose a staff member of the school to shadow for a period of time. Have them keep a record of the various tasks this person performs during the period of shadowing. These records may be used to write an illustrated report on the job observed.

Evaluation criterion: *Are the activities presented in logical sequence?*

- Ask children to develop a story, putting themselves in the place of the thing about which they are writing. Let them select from a variety of situations, such as:

- Pretend you are a baby bird just hatched from an egg. Your mother feeds you. You grow each day. It is time for you to leave the nest. Write a story telling what happens to you.
- Imagine that you are a postage stamp. In your story describe where you started, where you have travelled, and where you end up.
- Pretend you are a bottle of soda. Describe in your story all the places you visit and people you see. What finally happens to you?

Evaluation criterion: *Are the events in each story in sequential order?*

CROSS REFERENCES TO ENGLISH LANGUAGE ARTS STRANDS

RELATED ACTIVITIES: SEQUENCING

Listing events in logical order

Composition.....	p. 53
Reading.....	pp. 34, 38
Listening and Speaking.....	pp. 5, 6, 62, 64, 103, 105
Literature.....	pp. 8, 12

Organizing in a logical sequence

Composition.....	pp. 46, 48, 49, 53, 54
Reading.....	pp. 38, 39, 45, 46
Listening and Speaking.....	pp. 4, 5, 7, 64, 103-105
Literature.....	pp. 12, 17

The child learns to:

WRITE IN TIME ORDER

- Have the children discuss their morning activities and arrange them into a schedule.

Example:

7:00 Get up out of bed
7:10 Wash, brush teeth, and get dressed
7:30 Breakfast
8:00 Leave for school
8:30 Arrive at school
8:45 Have everything ready to start work

Evaluation criterion: *Are the events in the correct time order?*

- After discussing the format of a television guide, have the children create imaginary programs and write a brief description of each program. This is a good activity for a small group of children to do and it may lead to their wanting to write and stage a show of their own.

Example:

Morning

7:00 4 Weather and News
6 Up and at 'Em - A morning exercise session
10 Tumbleweeds - A cartoon from the old West
13 Making it - How to sew a straight seam
7:30

Evaluation criterion: *Are the events in order?*

- After the children have observed a happening such as a plant growing from a seed or a dramatic change in the weather, ask them to draw a series of pictures illustrating the event. Have them write a one-sentence description for each picture.

Evaluation criterion: *Are the pictures in correct time sequence?*

- After the children have read a biography, have them list the important events in the life of the person read about. Have them use this list to write a summary of the person's life.

Evaluation criterion: *Does the child put events in chronological order?*

CROSS REFERENCES TO ENGLISH LANGUAGE ARTS STRANDS

RELATED ACTIVITIES: TIME ORDER

Listing events in the order in which they occur

Composition.....pp. 47, 54
Reading.....pp. 34, 35, 38, 54
Listening and Speaking.....pp. 2, 3
Literature.....pp. 8, 12

Use of time signals

Composition.....pp. 47, 53, 54
Reading.....pp. 35, 38, 39
Language.....p. 28
Listening and Speaking.....pp. 7, 104
Literature.....p. 26

Developing a sequence in chronological order

Composition.....pp. 47, 54
Reading.....pp. 38, 39
Language.....p. 28
Listening and Speaking.....pp. 104, 105
Literature.....pp. 13, 17

The child learns to:

WRITE FOR DIFFERENT AUDIENCES

- Present the children with a situation and have them role play how they would handle it when talking to different people.

Example:

Your older sister had been picking on you. Pretend you are telling:

your best friend

your parents

your older sister - about this

Evaluation criterion: *Do the children recognize the differences in approach when talking to different people?*

- Encourage the children to talk about something exciting that has happened such as a party, a field trip, a game, or an assembly. Ask them how they would describe this event to a friend who did not participate. Then have them describe what differences there might be in the story if they were describing it to a grandparent. Have them write a letter to a friend and one to an older relative telling them about this event. Help the children to recognize the difference in language, incidents they choose to highlight, and form they use in writing these two letters.

Evaluation criterion: *Does the child write differently for different audiences?*

- Using an instance of current interest to the children, have them respond to it in a number of ways. For instance, a playground problem could result in writing a letter to the principal, writing an article for the school newspaper, writing an editorial for the school newspaper, and preparing posters to be displayed about the school. Help the children to recognize the need for a personal approach in writing to the principal, objectivity for a newspaper article, opinion in an editorial, and conciseness for a poster.

Evaluation criterion: *Does the child use a correct approach for each audience?*

- Have older children write stories for younger children to read. Elicit the types of stories that would be most appropriate, the type of vocabulary they should use, and the need for illustrations. Have the children critique each others' stories before presenting them to the younger children.

Evaluation criterion: *Does the child adjust vocabulary and approach in terms of the intended audience?*

CROSS REFERENCES TO ENGLISH LANGUAGE ARTS STRANDS

RELATED ACTIVITIES: DIFFERENT AUDIENCES

Adjusting vocabulary and sentence structure to the intended audience

Composition.....pp. 58, 68
Reading.....pp. 18, 22, 24
Language.....pp. 52, 56, 57
Listening and Speaking.....pp. 9, 68

Adjusting writing to influence a particular audience

Composition.....pp. 58, 68
Reading.....pp. 44, 56
Language.....pp. 50, 52, 54, 55, 57
Listening and Speaking.....pp. 9, 65, 67, 68

The child learns to:

WRITE FROM DIFFERENT POINTS OF VIEW

- Have the children draw pictures showing how the world looks to a giant and to a teeny person.
Evaluation criterion: *Does the child recognize different points of view?*
- Use an incident in which two children have had a strong disagreement. Ask each to write for you what happened. Afterwards, discuss these with the children, leading them to see that each person sees things from a different point of view.
Evaluation criterion: *Can the child write from a personal point of view?*
- After the children have had an opportunity to perform before a group of 20 or more, ask them to write their feelings, impressions, and reactions. When sharing these, elicit from the children how these essays express a totally different attitude than would similar essays written by people in the audience. Later, when children have had an experience as audience participants, they may write similar essays for comparison.
Evaluation criterion: *Can the child write from a particular point of view?*
- Write the word "careers" on the chalkboard. Elicit from the children the meaning of the word. Then write on the chalkboard career titles they can think of, such as: teacher, reporter, construction worker, doctor, etc. Have them choose a career they have some familiarity with, pretend they are in that career, and write about the job they do. These may be the start of a career education corner.
Evaluation criterion: *Can the child write from another's point of view?*
- Have a small group of children spend some time observing the fish in the classroom aquarium. Have each child pick a particular fish to observe. Then ask the children to write a short paper about the world from the fish's point of view.
Evaluation criterion: *Can the child view the world from another vantage point?*

CROSS REFERENCES TO ENGLISH LANGUAGE ARTS STRANDS

RELATED ACTIVITIES: DIFFERENT POINTS OF VIEW

Recognizing different points of view

Composition.....p. 58
Reading.....pp. 44, 46
Listening and Speaking.....pp. 8, 9, 68
Literature.....pp. 4, 8, 30, 34

Writing from someone's point of view

Composition.....p. 58
Listening and Speaking.....pp. 8, 9, 68
Literature.....pp. 30, 34

The child learns to:

WRITE IN DETAIL

- Give the children a simple sentence, such as:

The girl jumped.

Have various children repeat the sentences adding more detail.

Example:

The girl jumped over the bar.
The girl jumped into the water.
The girl jumped up and down.

Evaluation criterion: *Does the child add detail correctly?*

- Working with a small group, have the children write a relay story. Pass a paper around the group, having each person add a sentence. The last person writing a sentence would then read the story to the group.

Evaluation criterion: *Does each sentence add detail to the story?*

- Write a short sentence on the chalkboard and lead the children in adding to this sentence in such a way that a particular mood will be established.

Example:

The door closed.
The door slowly closed.
The heavy door slowly closed.
The heavy, old door slowly closed.
The heavy, old wooden door slowly closed.
The heavy, old, wooden door slowly creaked closed.

Evaluation criterion: *Does each added word give more detail to the sentence?*

- Present the children with a simple poem, such as:

The Bug

The bug
Was very little
But had a mean temper.
He bit everyone in sight
That bug.

Elicit from the children how each line tells a little more about the title. Have the children use this pattern to write similar poems. These would make good oral reading.

Evaluation criterion: *Does the child add relevant detail to further explain the title?*

CROSS REFERENCES TO ENGLISH LANGUAGE ARTS STRANDS

RELATED ACTIVITIES: WRITING IN DETAIL

Expanding basic sentence patterns by adding words and phrases

Composition.....pp. 6, 7, 15, 16, 17, 18
Language.....pp. 8-11, 14-16, 22-28

Using subordination

Composition.....pp. 10, 11, 19, 20
Reading.....p. 39
Language.....p. 28

Using variety in combining sentences

Composition.....pp. 8-10, 19, 20

Relating supporting material to the main idea

Composition.....pp. 46, 51, 57, 58
Reading.....pp. 35, 37, 38
Listening and Speaking.....pp. 2, 7-9
Literature.....pp. 4, 8, 12, 13, 17

The child learns to:

WRITE CONCISELY

- Have the children design greeting cards for holidays and birthdays. Guide them in writing their message to fit in the allotted space.
Evaluation criterion: *Can the child write a brief message?*
- In conjunction with a safety unit, have the children make posters to hang about the building. Talk with the children about the need to have their pictures present the message with a few words emphasizing it.
Evaluation criterion: *Does the child present a clear message in a few words?*
- As the children learn about other communities, have them pretend that they are there. Ask them to write postcards to their families telling something important about the community being studied. Encourage the children to write their message on scrap paper first and then edit it to fit the space provided on the card.
Evaluation criterion: *Does each postcard contain a complete, but brief, message?*
- Designate an area of the bulletin board to be used for advertising library books. As a child finishes a book he or she particularly enjoyed, have each design a book jacket. The cover would present the title, author, and an illustration. On the flaps, the children would write a brief overview of the story that would interest others in reading the book.
Evaluation criterion: *Does the child give the highpoints of the book in a few words?*
- Discuss with the children instances when it is important to write concisely. Instances might include newspaper articles, business letters, and accident reports. Elicit reasons why these need to be brief and to the point.
Evaluation criterion: *Does the child recognize the need to write concisely?*
- When the occasion arises, provide the children with the format of a business letter and have them write to give or request information. For example, they may write to a local business requesting an opportunity to visit, to the humane society for materials on the care of household pets, to a large company requesting information relative to its product or service, or to a television station complimenting or criticizing its programming.
Evaluation criterion: *Can the child write a concise business letter?*

- Distribute to the children ads from the classified section of the local newspaper. Have the children read their ads silently. Through discussion, elicit the fact that each ad is very brief, uses abbreviations, and includes only vital information. Discuss reasons for this. Present a form such as the following, drawing children's attention to the spaces for words and the prices. Have each child think of something she or he would like to sell or a job for which she or he would like to hire someone and write an imaginary ad. Have the children then pair to help each other devise rewording to produce the most effective and economical ads. These ads may be pasted up into a classified ad page and serve as stimuli for writing business letters at a later time.

GAZETTE CLASSIFIED ADS
BRING FASTEST RESULTS
To: SCHENECTADY GAZETTE, CLASSIFIED DEPT., SCHENECTADY, N.Y. 12301

Please publish my classified ad times in the Gazette. Starting Subject to your credit requirements kindly charge it and send me the bill.

CLASSIFICATION

Use This Convenient Form
to Write Your Gazette
Classified Ad . . . and

MAIL TODAY

CLASSIFIED RATES
Effective Nov. 1, 1977

LINES	1 Day	3 Days	4 Days
2	.90	2.22	3.72
3	1.35	3.33	5.58
4	1.80	4.44	7.44
5	2.25	5.55	9.30

• Print one word in each space — 5 average words to a line — minimum 2 lines
 • Contract and Commercial Rates may be had by calling Toll Free
 Schenectady—302-1100 Saratoga Area—302-9547 Glensville Area—725-8880 Catskill Area—334-4110

Above are not Prices Payable Within 10 Days of Date
Advertisement Expires. Rates Quoted Each Time Ordered.

Charge to Phone

Street City State Zip

Evaluation criterion: *Is the child able to make his or her message clear in a minimum space?*

CROSS REFERENCES TO ENGLISH LANGUAGE ARTS STRANDS

RELATED ACTIVITIES: WRITING CONCISELY

Expressing an idea in a few words

Composition pp. 4, 16
 Reading p. 54
 Language pp. 6-8, 10, 27
 Listening and Speaking pp. 63-65
 Literature p. 3

Choosing relevant events to write in a few words to make a point

Composition pp. 11, 51
 Reading p. 56
 Listening and Speaking pp. 2, 7, 63-65
 Literature pp. 3, 8, 12-13, 17

The child learns to:

USE CAUSE AND EFFECT

- Have the children find pictures in magazines which illustrate action. Have them use their pictures as the beginning or the end of a sequence. They may draw pictures illustrating events that happened before or after, or they may tell or write a story using the picture as the beginning or end.

Evaluation criterion: *Can the child infer what came before or after?*

- Provide the children with a sentence which they can develop into a story telling what happened as the effect of the presented action.

Examples:

A bird fell out of a tree and broke its wing.
My friend stayed overnight with me.
I am a turtle. No one saw me crawl out of my box.
I found a thousand dollars.
I looked out the window and saw a green sky.
Suddenly, I heard a strange noise.
It rained, and rained, and rained.

Evaluation criterion: *Can the child infer the effect of an action?*

- Provide the children with a sentence that is the result of some action and have them develop stories leading up to these sentences.

Examples:

Then we ran as fast as we could.
I'll never go back there again.
I had to clean up the whole thing.
Mother said, "If you ever do that again, I'll skin you alive."
I was really fooled that time.
That was fun. I am going to do that again.

Evaluation criterion: *Can the child infer the cause when given a result?*

- Ask the children to bring to school articles from the local paper which deal with the energy crises. Provide an opportunity for the children to discuss these. Then have them write letters to the newspaper, television, radio stations and power companies suggesting ways to conserve energy and how these suggestions might help to save energy and/or how they would affect individuals.

Evaluation criterion: *Does the child recognize the effect resulting from specific actions?*

CROSS REFERENCES TO ENGLISH LANGUAGE ARTS STRANDS

RELATED ACTIVITIES: CAUSE AND EFFECT

Recognizing the relationship between cause and effect

Composition.....pp. 48, 54
Reading.....pp. 36, 38, 45, 46
Listening and Speaking.....pp. 4, 64, 105
Literature.....pp. 12, 17

Illustrating the result of a particular action

Composition.....pp. 48, 54
Listening and Speaking.....p. 64
Literature.....pp. 4, 8

Illustrating events that might have led to a given effect

Composition.....pp. 48, 54
Listening and Speaking.....p. 64
Literature.....pp. 4, 8

The child learns to:

ORGANIZE INFORMATION

- Discuss with the children the importance of having materials readily available. Elicit from the children ways this can be accomplished. Help the children designate and label classroom storage places and learning centers.
Evaluation criterion: *Does the child recognize need for organization?*
- Discuss with the children a forthcoming field trip. List everything with them that has to be done. Guide the children in organizing the list according to a time schedule. Appoint committees to be responsible for seeing that tasks are accomplished.
Evaluation criterion: *Can the child organize by time?*
- Prepare a bulletin board space titled "Spotlight on _____." Each Friday have one child designated for the next week's spotlight. This child will gather pictures and memorabilia over the weekend. On Monday, he or she will organize on the bulletin board a display with captions.
Evaluation criterion: *Can the child devise a system of organization?*
- As a beginning experience in surveys, help the children devise questions to ask the school population. Questions might include:
 - What is your favorite food?
 - What is your favorite television program?
 - What would you like to be when you grow up?
 - What kind of pet do you have?Have small groups of children choose a question and proceed to gather answers from their own and other classes. Once the information has been gathered, help the children to tally answers received and present their results to the total group.
Evaluation criterion: *Can the child organize data?*
- Have the children conduct surveys to gather information. Some children may interview workers in the school to find out:
 - What they like best about their job.
 - What they like least about their job.
 - What tools they use.
 - How they learned their job.
 - Why they chose that job.Evaluation criterion: *Can the child organize data?*

- After the children have read biographies, provide them with outline forms to organize the events in the life read about.

Example:

Name of Person

- I. Born
 - A. When?
 - B. Where?
- II. Childhood
 - A. Family
 - 1.
 - 2.
 - B. Schooling
 - 1.
 - 2.
 - 3.
- III. Adult
 - A. Major events
 - 1.
 - 2.
 - 3.
 - B. Major achievements
 - 1.
 - 2.
 - 3.

Evaluation criterion: *Can the child organize information to fit a specific form?*

CROSS REFERENCES TO ENGLISH LANGUAGE ARTS STRANDS

RELATED ACTIVITIES: ORGANIZING INFORMATION

Gathering information

Reading.....pp. 35, 55
 Listening and Speaking.....pp. 2, 3, 63-65
 Literature.....pp. 3, 8

Categorizing information

Composition.....pp. 49, 57
 Reading.....pp. 38, 55
 Listening and Speaking.....p. 7, 8, 9, 103-104, 105
 Literature.....pp. 3, 8, 22, 26

Organizing information and presenting it in a coherent fashion

Composition.....pp. 50, 56, 57
 Reading.....pp. 38, 58
 Listening and Speaking.....pp. 104-105

The child learns to:

DRAW INFERENCES

- Have two children of different sizes go out after a light snow and make tracks moving in various directions, at different speeds, etc. The class can then go out and try to make sense of the tracks, or tell what was happening when the tracks were made. Have them decide which ones were from running, walking, skipping, and jumping. Ask if they can tell when a person stopped or why that person stopped. Later have them examine another set of tracks made by a person or an animal and tell the story of what they think happened.

Evaluation criterion: *Can the child make logical inferences from concrete evidence?*

- Have the children make a map of the school grounds and indicate places where birds commonly gather. Elicit from the children reasons the birds might gather in these places. Have them draw pictures illustrating their conclusions. These pictures may show things such as insects and worms out of proportion for dramatic effect.

Evaluation criterion: *Can the child use past and present information to draw conclusions?*

- Ask the children to sit very quietly and listen to the sounds around them. Have them make a list of all the sounds they hear. Then ask them to choose one or two of these sounds and write a paragraph telling about it. Provide an opportunity for the children to share their paragraphs. Have the group evaluate the inferences various children made about sounds they heard.

Evaluation criterion: *Can the child draw inferences from partial information (sounds, not sight, and vice versa)?*

Example:



Ask the children to complete the drawing and then write a short story about it.

Evaluation criterion: *Can the child draw inferences, from limited information?*

- Ask the children to think of words that describe. Write these on the chalkboard as the children mention them.

Example: big, yellow, fast, loud, hard

Once ten or twelve words have been written down, have the children write a short story using all these words. Provide an opportunity for the children to hear or read each other's stories. Draw their attention to the number of different inferences made from this collection of words.

Evaluation criterion: *Can the child draw inferences from limited information?*

CROSS REFERENCES TO ENGLISH LANGUAGE ARTS STRANDS

RELATED ACTIVITIES: DRAWING INFERENCES

Making logical assumptions

Reading.....pp. 19, 22, 23, 44, 46
Listening and Speaking.....pp. 9,10
Literature.....pp. 3, 8, 12, 17, 26, 65, 69

Using facts to form conclusions

Composition.....pp. 50, 51, 57, 58
Reading.....pp. 44, 45, 46
Listening and Speaking.....pp. 9, 10
Literature.....pp. 3, 8, 22, 26

The child learns to:

COMPARE AND CONTRAST

- Take the children for a walk on the school grounds or in the immediate neighborhood. Draw their attention to two different trees. Have them examine the size, shape, and texture of the leaves and bark of each tree, noting similarities and differences. On returning to the classroom, have the children draw or paint the trees observed.

Evaluation criterion: *Does the child recognize similarities and differences?*

- Introduce the children to words of comparison such as big, bigger, biggest; small, smaller, smallest. Have them use these orally in sentences to be sure they understand their use. Then have the children choose one set and write three sentences using these words to describe something.

Example:

I have a big dog.
She is bigger than I am.
She is the biggest dog in town.

Evaluation criterion: *Can the child use words of comparison correctly?*

- Have each child choose a color and list all the things she or he can think of that are that color. Then discuss with the children a sentence such as "His face was red as a beet." Ask the children to use their individual lists to devise sentences of comparison. Provide an opportunity for the children to read aloud their favorite sentences. The total group of sentences may be placed in a folder for perusal by the children at a later time.

Evaluation criterion: *Can the child write appropriate analogies?*

- Have the children use pictures to complete a chart comparing living today and living in another era.

Example:

Today

Colonial Times

Housing:

Food:

Work:

Clothes:

School:

Transportation:

Once the chart is complete, have the children write a report about living then and now.

Evaluation criterion: *Can the child compare specific items?*

- After the children have had an opportunity to meet and talk with people in the community who provide services, help the children to compare their jobs. Ask each child to choose two or three jobs that interest her or him. Have each make a chart of similarities and differences of the chosen careers.

Example:

Police Officers and Firefighters

Similar: Wear uniforms	Different: Police officers carry guns
Have special cars and trucks on duty every day and night	Firefighters put out fires
Use car radios	Police officers safeguard the law
Protect people	Firefighters answer alarms
Answer emergency calls	Police officers patrol
Evaluation criterion:	<i>Can the child list similarities and differences?</i>

- Have the children compare another community with theirs. Have them chart similarities and differences. Then have the children use the information on their charts to write a paper on the similarities and differences in living in the two communities.

Evaluation criterion: *Can the child compare and contrast similar things?*

CROSS REFERENCES TO ENGLISH LANGUAGE ARTS STRANDS

RELATED ACTIVITIES: COMPARING AND CONTRASTING

Recognizing similarities and differences

Composition.....	pp. 49, 50
Reading.....	p. 22
Listening and Speaking.....	p. 5
Literature.....	pp. 4, 8, 56, 61-62, 69

Using comparative language

Reading.....	pp. 19, 20
Language.....	pp. 22, 23
Listening and Speaking.....	p. 5
Literature.....	pp. 47, 51

Organizing by comparing and contrasting

Composition.....	pp. 49, 50, 56, 57
Listening and Speaking.....	p. 103

The child learns to:

USE SPECIFIC TERMS

- Write a word such as "big" on the chalkboard. Ask the children to write on their paper in one minute all the words that they might use instead of "big." Find out who had the most words listed and ask that person to read her or his list. Then ask children who had other words to give these words. This can be done in the form of a game in which you are looking both for the longest list and then the most unique words.

Evaluation criterion: *Does the child understand synonyms?*

- A variation of the above activity could involve asking a question and permitting phrases as well as words.

Example:

What does an airplane do?
soar, fly, bank, land, take off, carry people,
transport foods, make noise

Children may then write paragraphs using as many as possible of the terms they have listed.

Evaluation criterion: *Can the child use descriptive terms?*

- As a holiday approaches, elicit from the children words associated with that holiday. Write these on the chalkboard. Have the children use these terms in writing greeting cards, letters, stories, and poems.

Evaluation criterion: *Does the child use specific terms correctly?*

- Have the class keep a list of vocabulary words for each unit studied. For instance, in a unit on matter and energy, the list might include:

magnet	compass
attract	pole
repel	direction
iron	

Post the words in the classroom. As the children write reports about unit activities, encourage them to use the correct terminology. It is usually not necessary to make these words a part of children's automatic spelling vocabulary.

Evaluation criterion: *Can the child use the correct terminology in writing reports?*

- Write a word which has a multitude of connotations, such as community, family, govern, or peace. Encourage the children to talk about the word. Then have them write short poems which describe a meaning of the word.

Evaluation criterion: *Does the child apply a specific meaning to the word presented?*

CROSS REFERENCES TO ENGLISH LANGUAGE ARTS STRANDS

RELATED ACTIVITIES: USING SPECIFIC TERMS

Incorporating listening and speaking vocabulary into writing

Reading.....p. 18
Listening and Speaking.....p. 3

Being aware of and using new words

Reading.....pp. 18, 19, 20, 22, 23, 25
Language.....pp. 18-20
Listening and Speaking.....p. 6
Literature.....p. 51

Using precise language

Composition.....p. 7
Reading.....pp. 18, 22
Language.....pp. 8-10
Listening and Speaking.....pp. 63-65, 101-102

Using synonyms and antonyms

Composition.....pp. 7, 17, 56
Reading.....pp. 19, 23
Language.....pp. 19-21

The child learns to:

WRITE DIALOGUE

- Give the children a format for writing dialogue, such as:

John said, "	."
Mary said, "	."
John said, "	."
Betty said, "	."

Establish a situation, such as John, Mary and Betty discussing a surprise party. Ask the children to use the provided format for recording the discussion. Tell them they may have each person speak a number of times in order to complete the discussion.

Evaluation criterion: *Does the child recognize dialogue?*

- Provide situations, such as:

- a) a group of children forming a club
- b) a child talking to her or his parents about bedtime
- c) a big tree talking to a little tree
- d) a pair of shoes talking to each other after everyone has gone to bed
- e) two pencils talking to each other in the classroom after everyone has left

Have the children write about the situation using only dialogue.

Evaluation criterion: *Can the child tell a story in dialogue?*

CROSS REFERENCES TO ENGLISH LANGUAGE ARTS STRANDS

RELATED ACTIVITIES: WRITING DIALOGUE

Recognizing the correct format for writing dialogue

Reading.....p. 35

Developing a short story through the use of dialogue

Listening and Speaking.....pp. 67, 68

Literature.....p. 13

Recognizing the difference between narration and dialogue

Reading.....p. 35

Language.....p. 55

Listening and Speaking.....p. 3

Literature.....pp. 3, 30

The child learns to:

DEVELOP CHARACTERIZATION

- Take, or help the children to take, photographs of each child doing something he or she likes to do. Use these for a bulletin board and have each child write a caption for his or her picture.
Evaluation criterion: *Does the child recognize uniqueness of individuals?*
- Have the children brainstorm in small groups a list of those things that make a person special or unique. Encourage the children to include physical features, likes and dislikes, temperament, and relationship with others. Have each child use some or all of these items to write a description of a person.
Evaluation criterion: *Can the child describe a person?*
- Have the children fold a sheet of paper in half, top to bottom. Have each write a description of herself or himself on the outside flap and put her or his name on the inside. Collect and redistribute these. Have individuals read aloud the descriptions they now have and the rest of the group try to guess who it is. After some experience with this, the children may write about "The Me Nobody Knows" to make the game more interesting.
Evaluation criterion: *Can the child describe herself or himself?*
- Using simple materials such as paper bags, socks, or tongue depressors, have the children create puppets. Have the children work in pairs or by small groups to develop skits for their puppets. The puppets may represent friends, family members, stock characters, or fictional characters. Encourage the children to make notes about their skit so they won't forget it when it's time to share it with the total group.
Evaluation criterion: *Can the child create a character?*
- Read to the children a section of a story such as Ruskin's "King of the Golden River" in which there is a vivid character description. Ask the children to draw a picture of this character. Have the children compare interpretations. Reverse the above activity by having the children write a description of a character. Encourage them to include personality as well as physical traits. Children may then illustrate their own characterizations or switch papers and draw pictures based on the written descriptions. These could be used for a bulletin board display.
Evaluation criterion: *Does the child integrate the total aspects of a being in developing a characterization?*

CROSS REFERENCES TO ENGLISH LANGUAGE ARTS STRANDS

RELATED ACTIVITIES: DEVELOPING CHARACTERIZATION

Writing a paragraph describing how someone looks

Listening and Speaking.....pp. 65, 66

Literature.....pp. 3, 4, 8, 26, 52

Describing a person's personality

Reading.....pp. 45, 47

Listening and Speaking.....pp. 65, 66

Literature.....pp. 3, 4, 8, 18, 52

The child learns to:

ESTABLISH MOODS

- After reading a story to the children, encourage them to tell how the story made them feel. Have them draw pictures illustrating their reaction to the story.
Evaluation criterion: *Does the child recognize mood in a story?*
- Read to the children a section of a story that has a great deal of action. Elicit from them the use of short, quick sentences used throughout most of this section in order for the action to move quickly. Have the children think of an event with quick action, such as a horse race or a chase, and write a description of the action. Provide an opportunity for the children to react to each other's papers.
Evaluation criterion: *Does the child set a mood of fast action?*
- Talk with the children about different moods in different stories. Help the children recognize that stories can be funny, scary, sad, tender, or happy. Have them analyze how an author establishes mood through word choice, length of sentences and descriptive passages. Have the children choose a particular mood and write a selection setting that tone. Provide an opportunity for the children to react to each other's papers.
Evaluation criterion: *Is the child able to establish a particular mood in her or his writing?*
- Have the children take a story they wrote at an earlier date and reread it. Then ask them to rewrite the story adding moods in order to better involve the reader in the story.
Evaluation criterion: *Can the child use mood-setting words and phrases?*

CROSS REFERENCES TO ENGLISH LANGUAGE ARTS STRANDS

RELATED ACTIVITIES: MOOD

Developing mood

Reading.....pp. 24, 76, 77

Literature.....pp. 65, 69

EXTENDED ACTIVITIES

Most writing involves a combination of skills with the whole being greater than any of the parts. Although children need to be involved in writing activities aimed at learning and practicing a specific skill, they also need to have experiences in writing which involve skills in context. These writings are usually longer, may be worked on over a period of days, and are usually shared with others.

More extensive writing of children includes:

Stories	Newspaper articles
Poems	Magazine articles
Reports	Brochures
Letters	Notes for oral presentations
Skits and Plays	
Script for pictures and films	

As the children are involved in extended activities, they need to be guided in recognizing, analyzing, and using the elements of longer writing. Draw their attention to these elements in stories they read, listen to, and watch on film or TV. Help them to become aware of the different techniques authors use in implementing these elements.

After the children have become familiar with the elements of longer writing, guide them in outlining the elements for the bulletin board or for a folder to be placed in the writing center. Remind the children to refer to these as they rewrite first drafts of stories and reports.

ELEMENTS OF WRITING

Stories

Beginning
Problem
Road Blocks
Turning Point
Outcome

Reports

Beginning
Content
Closing

Letters

Heading
Inside Address
Salutation
Body
Complimentary Close
Signature

Poems

Vivid language
Rhythm
Sound

The following illustrate some extended activities appropriate for elementary school children.

Prose and Poetry

- Cut, or have the children cut, pictures from magazines. Paste these on cardboard. Have individual children choose a picture and do one of the following:

Write a title

Write a caption

Write a paragraph describing what is happening

Write a story using the picture for characters or setting

Write a report, or essay about the picture

- Have the children choose an item in the classroom to research. Ask them to write a report covering the production of that item. Books, prints, chalkboards, doors, windows, floor tiles, chairs, desks, flags, all go through a number of processes and could prove fascinating to the children.
- Ask the children to interview members of their family to find out more about themselves. They might ask questions such as:

Where was I born?

What kind of day or night was it when I was born?

What foods did I like/dislike as a baby?

When did I begin to talk?

What were my first words?

What do you remember most about me as a baby?

The children can then use the answers to these questions to write about their preschool years.

- On the playground, draw the attention of a group of children to an ant hill. Help them observe what is happening by asking questions such as:
 - What are the ants carrying?
 - Why do they seem to be so busy?
 - Are they paying attention to each other?

When they return to the classroom, have them write for the school newspaper what they observed.

- Have the children write a story or poem relating an adventure or an incident in the life of a doorknob, a leaf, a teardrop, a ladder, or a baseball. Remind the children that the object must assume life-like characteristics - it can walk, talk, think, see, feel, hear.
- Display an object such as an old tennis shoe, a snorkel, ballet shoes, a clock, or a cracked vase, and ask the class to write a story or poem about it.

- Have the children keep an account of the activities of someone in the news for a week or two. Have them use their record to write a report about that person to share with the class. Encourage the children to tell the class why that person has been in the news, and how they feel about that person's actions.
- Have the children write about a person or family in another place or time. Help the children to research information, use learnings from their social studies and/or science, and then organize their material into stories. This could be made into books to be placed in the library. People or families in communities in other parts of the world, in history, or in the future are all possibilities.
- Have the children write the diary of a person riding a train or a car around the state or across the country. Help them recognize that the method of transportation changes the things that one writes about.

Directions:

Writing directions is an important activity for children. It helps them to organize information in a logical sequence, select important steps, and write clearly. Some for which the children may feel a need are:

- Feeding and caring for the gerbils
- How to exit for a fire drill
- Using the library
- Using the writing corner
- Using tools correctly
- Caring for the plants
- What to do when you have nothing to do

Letters:

- Take advantage of the many real opportunities that occur each day to have the children express themselves in writing. Writing letters is a particularly good way to have children come to recognize writing as an effective form of communication.

Each child might design her or his own personalized stationery with initials, a symbol, or a design. In the beginning, children will need help with letter form. A sample of both a friendly letter and a business letter may be posted on the bulletin board for easy reference. The teacher should go over them with the children to help them recognize the various parts of a letter and the correct punctuation. Some suggestions for writing letters are:

Dear Principal:

Come to hear our reports; join us on a field trip;
come to our play; let's campaign to collect newspapers;
beautify our school, trick or treat for UNICEF?

Dear Parent:

Come to a PTA meeting; I have learned...; my class is making ... and we need ...; my class is going to .../may I have your permission to go. (Children can write letters to their parents and leave them on their desks with space for a parent response.)

Dear Teacher:

I want you to know that ...; I like/didn't like ...; I want to know more about...; will you help me?

Dear Friend:

I like you; I felt good/bad/glad/angry when you...; let's play football after school; I read a book and think you would like it; did you see ... on TV last night?; I wish people would ...; I am sorry; if I were a parent/spaceman/elephant, I would ...; Thank you.

Dear Senator, Organization, Business, T.V. Station, etc.

We/I would like to know more about what you do; do you think that ...; I agree/disagree with what you have done; we would like to visit; we/I need help with this project; will you speak to our class?

SHARING

Most of what children write should be shared. Having an opportunity to share what one has written gives importance to it. Providing time for sharing, displaying what has been written, and providing a place for keeping written work places value on children's writing.

Varying the technique of sharing is vital. It helps children recognize different purposes for writing and different audiences. It helps children recognize the communicative aspects of writing. It adds interest to both the writing and reading of children's efforts.

The following sharing techniques are offered to assist teachers in offering variety in the use of children's written work.



Sharing Techniques

- A bulletin board designed to look like the front page of a newspaper can provide real opportunities for sharing student writing.

Example:

THE WEEKLY DISPATCH
Albany, New York

Date: _____

Class News

Artist of the Week

Special Events

U.S. and World News

Sports

Jokes

Riddles

Weather

Personalities on Parade

Young children can make a bulletin board or display of hats or footwear or other identifying items, and then write (or dictate) something about the persons who wear or carry them. This is especially good after an introduction to community helpers or workers.

- Manila folders can be used to hold stories, poems, reports, and other writing to be shared. Each folder should have a title, and children should be encouraged to put material in their folders and to read what others have written. Current folders may be kept on a table in the language arts center; others may be stored on shelves.
- In addition to class folders, each child should be encouraged to keep an individual folder of his or her writing.
- Placing stories and reports in the library provides an opportunity for children from many classes to read each other's papers.
- Stories and reports may be shared with children from other grade levels. This may be in the form of exchange, reading, or report presentation.
- When a number of children are writing on the same theme, their work may be shared through a bulletin board display.
- A local newspaper may be willing to run a column each week written by the children. Letters to the editor on matters of community import have a chance of being printed even when written by children.
- The PTA or PTO newsletter is another good avenue for sharing children's writing.
- A school newspaper or magazine provides opportunities for children to see their work in print. Parent volunteers could help type the children's work and reproduce it. It's a good idea to have rotating groups of children serve as newspaper staff and to work with the parents in the production of the paper.
- A collection of some of the children's favorite efforts may be made into a book and become part of the library collection.
- Children often enjoy hearing each other's stories. Having individuals tape their stories is a good way to share stories. Children can then listen individually or in small groups.
- Occasionally, rather than read a library book or favorite tale to the children, ask a child to volunteer to read to the class a story she or he has written.
- Children may exchange written work with children in another school in the community, another part of the state or country, or a school in a foreign country.
- After the children have written sentences or other brief items, they should share them. Some possible ways for sharing are:

In a quick "whip" around the room each child can read his or her sentence without other comment.

Small groups of children can read their sentences to each other and pool the best parts of each person's thinking to arrive at a new and better sentence.

Create a collage or bulletin board of sentences. If this is done often the quality of sentences improves as the public display continues.

• Trade magazines

The following magazines print children's writing:

Child Life - The Saturday Evening Post Youth Division, 1100 Waterway Boulevard, P.O. Box 567B, Indianapolis, Indiana 46206. Publishes poems, letters, original stories, articles and art work of not more than 500 words for students ages 7-11.

Cricket - P.O. Box 100, LaSalle, Illinois 61301. Publishes the winning entries in a monthly contest as well as letters to the editor column.

Current Events - Xerox Education Publication, 245 Long Hill Road, Middletown, Connecticut 06457. Occasionally publishes student-submitted material including hidden word puzzles, jokes, and letters to the editor.

Ebony Jr. - 820 South Michigan Avenue, Chicago, Illinois 60605. Regularly features poems, short stories and letters from its readers. Publishes winning entries from once-a-year writing contest. "Reading/Writing Membership Cards" are sent to contributors whose material appears in the magazine.

Fun Publishing Company - P.O. Box 40283, Indianapolis, Indiana 46240. Publishes poems, articles and stories from children in grades 1-10. Company compiles accepted material into book-length publications at several grade levels which are published annually. Each contribution must be accompanied by the child's name and address, the name and city of the school and the teacher's signature. Deadline for submitting material for intermediate and junior high-level books is March 30.

Highlights for Children - 803 Church Street, Honesdale, Pennsylvania 18431. Publishes pictures, poems, stories and letters to the editor.

Jack and Jill - The Saturday Evening Post Youth Division, 1100 Waterway Boulevard, P.O. Box 567, Indianapolis, Indiana 46206. Published letters, poetry, original drawings and stories of not more than 500 words for readers ages 5-12.

Kids - 747 Third Avenue, New York, New York 10017. Contributors should be between the ages of 5 and 15. All types of work are considered with suggested word limit 400 words. Contributors of accepted material must fill out a permission form and send a photograph and biographical information. Students whose materials are published receive an honorary payment of \$6.00.

Kids for Ecology - P.O. Box P-7126, Philadelphia, Pennsylvania 19117.
Contributions should be on an ecology theme and may take any form - report, story, poem, etc. Contributions may represent individual, small group, or class effort. Black-and-white photographs and bilingual material with translations are welcome. Writers whose material is published receive a "Kids for Ecology" T-Shirt. Each contributor's name, age, grade, home address, T-shirt size, teacher's name, school and school address must be printed on every sheet.

Stone Soup - Box 83, Santa Cruz, California 95063.
Each issue consists entirely of stories, poems, plays, book reviews and illustrations by children aged 4-12. A panel of children serves as guest editors.

Young World - The Saturday Evening Post Youth Division, 1100 Waterway Boulevard, P.O. Box 567B, Indianapolis, Indiana 46206.
Publishes original drawings, poetry, jokes, letters and stories and articles of not more than 1,000 words by children ages 10-14.

GUIDELINES FOR SUBMISSION

Place student's name and address on each sheet of material submitted.

Check all material carefully before sending it to any magazine. If you have any doubt about a story's originality, don't send it in.

Send a specific contribution to only one magazine at the same time. Magazines receive enormous numbers of contributions and cannot afford staff time to read, evaluate and accept a contribution only to discover it has already been accepted by someone else.

KEEP IN MIND

Some publishers will not return material. Those that do will do so only if a stamped self-addressed envelope is included with the contribution.

Rather than sending something from every child in the class, pick the one or two best, since they can't all be published anyway. At the same time, remind the children that self-expression, not publishing, is the reason for writing. Never tell them that you've sent their stories to a magazine and they'll be seeing them in print soon. Simply on a basis of the volume of contributions received, the chances that any one contribution will be printed are very slim. And even if something is accepted, don't expect to see it in print for at least 6 months, and possibly as long as a year.

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EDITING

Elementary children are in the beginning stage of composition and there is much they are just learning. Young children are still struggling with letter formation, spelling, sentence structure, grammar, etc. Helping the children with these items as they write is more instructional than collecting papers, correcting them, and handing them back. Circulating among the children as they write enables the teacher to catch errors in the making. A moment at a child's work space illustrating the correct way to form a letter, or reminding the child to use capital letters and periods, or giving a correct spelling is an invaluable approach. A moment or two with each child, spent in this way, meets the particular needs of that child and provides help where and when the child needs it.

Whether the children are drawing pictures and writing captions, writing reports, poems, or stories, not all will finish at the same time. As a child completes his or her other work, a short individual editing session becomes a period of personal attention. As more and more children become ready for an editing session, the teacher cannot keep up. At this point it is best to move on to another activity and catch as many children as possible for a few moments at other times during the day. It may be necessary to hold some over for another day or edit some papers without the children being present. In the latter case, a conscious effort needs to be made to be sure it is not the same children who are continuously having their papers edited without a personal conference.

Many times the children will not all be engaged in writing activity at the same time. Some children may be preparing a skit, another group may be reading, another group preparing illustrations, and a few children may be involved in writing. When a number of activities are going on at the same time, it is possible to provide a personal editing session with each child involved in writing. It is more feasible for a teacher to read and edit stories or reports with five children than with thirty children. The writing other children are involved in on a particular day may be at a different time and of shorter length.

Things children write to be read by others are edited in terms of the audience and use of the material. Items for the bulletin board are edited for style, spelling, grammar, appropriateness. Items, such as letters, to be sent outside the school are edited and copied on good paper in one's best handwriting. Stories, reports, poems, etc., are also edited and rewritten.

First copies of children's writing should be considered working copies. These are the copies on which the children get their ideas down on paper. Teachers and children will edit these papers. Sentences will be rephrased, sections expanded, parts reorganized, paragraphs clarified, and technical aspects cleared up. Then the child will rewrite the paper in the appropriate form for the intended audience. This rewriting, especially for younger children, is usually best done at another time or on another day.

Once a paper has been written in final form, it is wise not to red pencil it. Writing comments, suggestions, and corrections on a 3x5 card leaves the child's work untarnished. The card may be paper clipped to the paper when returning it to the child. This makes the teacher's comments a personal note to the child and enables her or him to share the work with others without the embarrassment of multiple red marks. For those corrections not easily marked on a card a "please see me" notation can lead to an individual instruction session and again carries a very personal note. It is usually wise to keep samples of children's work copies along with edited copies. These are especially helpful in discussing a child's progress, strengths, and weaknesses with the child and his or her parents.

Not everything children write needs extensive review. Part of learning to write involves editing one's own work. As children become aware of their responsibility in doing this, they will be less dependent on the teacher to suggest revisions and will begin to edit their own work.



EVALUATION

Evaluation is an important aspect in developing children's writing skills. As what the child has written is examined and discussed, the child becomes aware of the various elements of good writing. She or he is helped to recognize the strong points of what she or he has written and ways to improve future attempts. The basic aim of evaluating children's writing is instruction.

The easiest elements of children's writing to evaluate are form, grammar, punctuation, spelling, sentence structure, and handwriting. More difficult elements to evaluate include: creative approach, showing rather than telling, involving the reader, developing a major point or theme, and thinking ability. Becoming proficient in the technical aspects of writing does not necessarily make a good writer. Therefore, as much or more emphasis in evaluation must be given to the creative as to the concrete elements.

In evaluating a child's writing, the following steps are suggested:

1. Read the total paper first whether it is a sentence, a paragraph, or a longer work.
2. Give the child, whenever possible, a positive first reaction, for example:
 - You have a good main idea.
 - You have used many good terms.
 - I like the way you presented your idea.
 - I can really see the ocean the way you have described it.
3. Discuss content with the child, for example:
 - On this picture of a tree that you drew, you called it an ugly tree. Why is it an ugly tree?
 - Why is a fire fighter's work dangerous?
 - What is there about living in ancient Egypt that interests you the most?
 - Where did you get the idea for Mr. Mitchell, your main character?
4. Discuss areas or sentences that are unclear.
 - I don't understand what this sentence means. Can you explain it to me?
 - Why did you include this information here? Maybe you should put that in so that it will be clear to the reader why it is important.
 - Many readers will not know what an oceanographer is. You probably should include a sentence or paragraph explaining what she or he does.
5. Discuss areas where style could be improved.
 - In this paragraph about the fire, tell me about it. What are some words that you might use to help me see, hear, and feel the fire? See if you can rewrite that paragraph using some of these words.
 - In a business letter we should be precise. Your letter rambles a little. Try listing all the important items and then eliminate from your letter unimportant details.

- The meter in your poem is good until the last line.
Let's see if we can change some words to make that line
as good as the rest.
- 6. Review form grammar, punctuation, spelling, sentence structure,
and handwriting.

SELF-EVALUATION OF WRITING

Writing Reports

Questions for the children to ask and answer about their reports are:

- Did I choose one thing to write about?
- Did I stick to the subject?
- Did I tell only what is real? (fact from fiction)
- Did I give all the needed information?
- Will the reader learn something from reading my report?
- Did I use complete sentences?
- Did I use signals to connect ideas?
- Will others want to read my report? Did I make it interesting?
- Did I ask another pupil and the teacher to read my report and
give me suggestions?

Writing Letters

Questions for the children to ask and answer about letters are:

- Did I use the correct form?
- Did I use complete sentences in the body?
- Will the reader know why I wrote this letter?
- Did I include all the needed information?
- Have I asked another pupil and/or the teacher to react to my letter
before sending it? Did they understand what I said?

Writing Stories

Questions for the children to ask and answer about their stories are:

- Did I have a good beginning?
- Did I build to a high point (climax)?
- Did I resolve the problem in the story?
- Did I develop my characters?
- Did I have a setting?
- Will the reader see, hear, and feel what I wrote about?

Questions for children to ask and answer about their poems are:

- Did I use vivid language?
- Does my poem have rhythm?
- Poetry is meant to be heard. How does my poem sound when read
aloud?

APPENDIXES

MECHANICS

What a child writes and how she or he organizes and presents personal ideas is the essence of composition. However, if this writing is to be read and understood by others, writing conventions must be observed.

There are rules of written English which have developed over a long period of time which are generally accepted by both readers and writers. These rules enable the reader to follow the writer's chain of thought, distinguish between sentences, and to interpret the message of the writers.

Children need to learn and use these writing conventions. They present a first impression and this first impression is important if the writer is to be read. Many a letter has gone unanswered, many a term paper rejected, and many a job not secured because of carelessness in following the conventions of writing. Learning of these conventions starts in the elementary school.

The following rules of writing are those that elementary grade children will need to know. These are best taught in context and are presented here for teacher reference.

Capitalization

- Proper nouns - Mary Jones, New York
- The pronoun "I"
- Titles referring to a particular person - The President of the United States
- At the beginning of each sentence
- Days of the week, names of the months, special holidays
- Each line of poetry usually begins with a capital letter
- The first word in the salutation and complimentary close of a letter
- Names of particular associations - Little League, Parent Advisory Council
- Common nouns when they become part of a particular name - Maywood School, Hudson River
- First word of direct quotation - Mother said, "I have to leave for work now."
- First, last, and important words in the titles of books, television program, articles, stories, reports, poems, songs, etc.
"Charlotte's Web" is my favorite story.
Do you watch "All in the Family"?
- Initials of people's names - J.R.
- Abbreviations of most titles and organizations - Mrs., Ms., Mr., Dr., S.P.C.A. (Miss does not use a period.)
- Some other abbreviations, such as: A.D., B.C., R.R.
- Adjectives derived from proper names - American
- Brand names - Pepsi Cola, Coca Cola
- Nouns and personal pronouns referring to the Deity - Different people pray to God, Allah or Jehovah.
- Important historical events, eras, and documents
World War II, Iron Age, The Declaration of Independence

- Names of ships, planes, and spacecraft - Pinta, Spirit of St. Louis, Gemini
- Names of planets, constellations, stars, and groups of stars, Venus, Orion, Sirius, Milky Way. (Sun, earth, and moon are not capitalized unless used in a list where others are capitalized.)

Periods

- At the end of every declarative sentence
- After initials and most abbreviations
- After numbers and/or letters in a listing

1. Milk	I. Born
2. Bread	A. Place
3. Cheese	B. Date
- Three periods show an omission in quoted material -
"She was first...each time."
- Between dollars and cents and to indicate decimal fractions -
\$1.95, 6.5

Question Mark

- After a direct question
- To indicate uncertainty - Socrates 470? - 399 B.C.

Exclamation Mark

- After exclamatory sentences or phrases
Wait for me!
Stop!

Quotation Marks

- To enclose a direct quotation -
"I'll be finished in a minute," said Ben.
- For titles of articles, chapters of books, and short poems (italics or underlining are used for titles of books, etc.)
Read the article, "President Carter in Europe," in today's New York Times.
- To distinguish words or letters used just as words or letters.
The letter "e" is a vowel.

Commas

- In writing dates - I was born on Monday, May 7, 1967.
- To separate the city from state, - Schenectady, New York.
- In a series
Alex had his paper, pencil, and books with him.
- A series of adjectives unless joined by a conjunction
The large, angry dog chased me.
A large and angry dog chased me.
- An adverbial clause when it precedes a main clause.
When it rains, we stay indoors at noon.
If we don't hurry, we'll be late.

- In direct quotations
Bruce said, "I will not be in today."
"When," asked Helen, "will you be in?"
- For clarity
When I say go, go.
- Persons addressed
Jane, will you come with me?
- To group numbers into sets of three
1,100,456
- Follows the salutation in a friendly letter and the complimentary close of all letters
Dear Mother,
Yours truly,

Apostrophe

- To indicate the omission of letters from words
It isn't mine.
- To indicate possession
That book is Bruce's.
The girl's booth was ready first.
- Exceptions are the possessive pronouns
its, his, hers, theirs

Hyphens

- Words containing common prefixes such as anti, co, extra, enter, multi, non, post, pre, semi, sub, and under are not hyphenated.
- Exceptions are made where a double vowel, not separated by a hyphen, would make pronunciation unclear.
co-owner, semi-independent
- Other exceptions are made to avoid confusion in meaning.
re-form (to make again) and reform (to improve)
re-creation (to create again) and recreation (leisure activity)
- Children should learn to refer to a dictionary for help with compound words.

Miscellaneous

- Writing on the line - Using margins, spacing.
- Correct letter formation - manuscript then cursive.
- Indenting for paragraphs.
- Using correct form for a friendly letter.
- Using correct form for a business letter.
- Filling out forms for invitations, permission slips (except for parent's signature), ordering materials advertised.
- Alphabetizing
- Spelling.

LETTERS

There are a number of acceptable letter forms. Block, modified block, modified semiblock, and indented are all acceptable for business letters. A friendly letter may be less conventional, but the general makeup is similar to that of a business letter.

It is suggested that the staff of a school decide on the form it prefers and that all teachers teach this same form. As the children progress, they may be introduced to other forms and provided options. In the beginning, however, teaching one form consistently helps avoid confusion.

The following examples are presented for the teacher's convenience.

Business Letters

The modified block form is the most popular at this time.

246 Whitehall Road
Binghamton, New York 13905
June 5, 1977

Wilson Manufacturing Company
472 Arlene Road
Wainscott, New York 11975

Dear People:

In the modified block form the heading forms the right-hand margin and is not indented. The inside address is in block form. The paragraphs are block with a space skipped between paragraphs. The complimentary close is placed near the center of the page a space below the body of the letter.

In the full block form, all parts of the letter begin at the left-hand margin. The modified semiblock is different from the modified block in that paragraphs are indented. In the indented form, the heading, inside address, paragraphs and complimentary close are all indented.

Very truly yours,

White Hall Construction Company

Carole M. Andrews
Manager

Gentlemen or Dear Sir is still acceptable salutation for business letters when writing to an unknown person. However, since many women are in management positions today, substitutes are also acceptable. No one form has become conventional, and options include: Dear People, Dear Person, Dear Wilson Manufacturing Company, Dear Sir or Madam.

Friendly Letters

62 Spruce Street
Jamestown, New York 14701
September 15, 1977

Dear Rick,

The friendly letter, although less conventional than the business letter, is similar in form to the business letter. Friendly letters rarely have an inside address and often the heading consists of only the date.

Friendly letters are usually written in longhand and the stationery is left to the taste of the writer. The punctuation of a friendly letter is the same as a business letter except that a comma is used after the salutation instead of a colon.

The complimentary close reflects the relationship of the correspondents.

Your friend,
Jack

Other Letters

Children should be encouraged to write letters of invitation, thanks, and congratulations promptly. These may be business letters or friendly letters according to the situation and would follow the appropriate form. It is rare that children would be writing letters of condolence, but if the occasions should arise, the children should be helped in composing a brief, sincere note.

Many English language arts books, etiquette books, English handbooks, and secretarial handbooks contain sample letters. Teachers may wish to share these with the children and then place them in the writing corners for easy reference. Often a letter does not get written because the writer doesn't know how to write that particular kind of letter. Looking at samples often helps.

POETRY

Poetry is a special way of writing. It often contains rhythm, sounds good when read aloud, draws verbal pictures, and usually expresses personal feelings and ideas. The following poetry forms are presented for the teacher's convenience. It is suggested that the more formal forms of poetry be introduced to the children only after they have had much experience in listening to a wide variety of poetry and have attempted writing poems on their own.

Rhythm

Poetry often has rhythm. It may consist of a more or less regular recurrence of accented and unaccented syllables or simply a rhythmic cadence. By tapping a pencil or clapping hands while reading poetry, the rhythm can be easily identified. Children's first attempts at poetry will stress the rhythmic.

When walking through the snow,
Wrapped up all tight and warm,
I like to watch my feet
Make prints along the way.

Rhyme

Rhyming is fun and helps children to become aware of the sound of words.

I like to sing and play
And while the day away
To hop and skip and run
Is my idea of fun.

Repetition

Repetition is a technique for which children seem to have a natural inclination. Often young children make up songs with repeating sounds and words. Repetition is also a technique often used by poets.

Listen to the traffic
Swish, swish, swish
Watch it go sailing by
Swish, swish, swish
I want to join the fun
Swish, swish, swish.

Tomorrow is my birthday
I can hardly wait
Tomorrow is my birthday
We'll have ice cream and cake.

Forms

Haiku is an unrhymed form of Japanese verse. It consists of three lines. There are five syllables in the first line, seven syllables in the second line, and five syllables in the third line.

The night went away	(5 syllables)
Mr. Sun slowly pushed it off	(7 syllables)
And Day took its Place.	(5 syllables)

Tanka is another unrhymed form of Japanese verse. Tanka has five lines. The first three lines are like haiku; the last two lines have seven syllables.

The weather is fine	(5 syllables)
And I feel bright and cheery	(7 syllables)
Crisp cool air abounds	(5 syllables)
As leaves change to orange red	(7 syllables)
And fall replaces summer.	(7 syllables)

Cinquain has a five line stanza. The first line is the title, the second line contains two words that describe the title, line three has three words which express action, line four has four words that express feeling and line five is a synonym for the title.

School	(One word title)
Blackboards, books	(Two words that describe)
Writing, spelling, reading	(Three words expressing action)
Sometimes easy, sometimes hard	(Four words expressing feeling)
Learning	(Synonym for title)

An alternative form of cinquain has two syllables in the first line, four syllables in the second line, six syllables in the third line, eight syllables in the fourth line, and two syllables in the fifth line.

Swimming	(2 syllables)
Splashing, playing	(4 syllables)
Laughing, screaming, giggling	(6 syllables)
Everyone is in the pool now	(8 syllables)
Swimming	

Limericks are usually humorous. They consist of five lines. Lines one, two, and five rhyme and have the same rhythm. Lines three and four rhyme and have the same rhythm.

There once was a man from Nice	(a)
Who smoked a pipe of peace	(a)
He smoked and smoked	(b)
Till he nearly croaked	(b)
And now that pipe's a piece.	(a)

A quatrain consists of four lines with a rhyme scheme. The easiest for children is probably to have lines one and three rhyme and lines two and four rhyme.

Sometimes I just like to sit and think
And wonder about the world around me
To see if I can find a link
Between what is and what might be.

The sonnet has a rigid form and is one of the more difficult types of poetry to write. It consists of fourteen lines in iambic pentameter with a defined rhyme scheme. Teachers should be familiar with the sonnet form and provide opportunities for children to listen to sonnets read aloud. A few children in the elementary school may enjoy creating sonnets.

<u> </u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> The City is a horrid place I'm told So full of vice and crime and misery Its glory now is past and history The day long gone when streets were paved with gold And Wall Street filled with speculators bold. The business today is cursory The style in vogue a faded dungarie The squalor is really something to behold. But buildings glimmer yet in morning mist Quixotic thinkers hail the early sun. It doesn't take a chronic optimist To see a metamorphosis has begun. The City will survive the fatalist And rise again a bonny spiritist.	(a) (b) (b) (a) (a) (b) (b) (a) (c) (d) (c) (d) (c) (c)
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BIBLIOGRAPHY

The publications listed below contain additional examples of activities which are related to the chief concepts of this publication. Annotations describe the particular thrust of each publication in terms of these concepts.

Articles and Bulletins

Brennan, Susan W. "Publishing Children's Writing." *Reading Teacher*. February 1976. pp. 447-449.

Suggests techniques for use in finding an audience for pupil writing. Lists organizations and contests which encourage writing by pupils.

Blatt, Gloria T. and Cunningham, Jean. "Movement: A Creative Approach to Poetry." *The Elementary School Journal*. May 1975. pp. 490-500.

Burrows, Alvina T., ed. *Teaching Composition*. Bulletin 18. Department of Classroom Teachers. AERA. National Education Association. 1959. 32 pp. \$.40.

Describes the teaching of group stories/dictation, writing letters/reports; differentiates between practical and personal writing. Emphasizes (then) current research into effective methods of teaching writing. Contains brief sections on spelling, handwriting, evaluation, and motivation of children's writing.

Carlson, Ruth K., ed. *Sparkling Words: 200 Practical and Creative Writing Ideas*. NCTE. 213 pp. \$4.75. (\$3.95 to NCTE members).

Includes primary writing ideas, creative writing, paragraph writing, and poetry. Includes hundreds of examples of pupil writing.

Clapp, Ouida, ed. *On Righting Writing*. NCTE 1975. 121 pp. \$2.75. (\$2.50 to NCTE members).

Contains useful ideas for helping pupils to get started in writing, to develop a point of view, to choose exact words, and to experiment with forms of writing. Stresses writing as an enjoyable learning experience.

Cramer, Ronald L. "The Nature and Nurture of Creative Writing." *The Elementary School Journal*. May 1975. pp. 506-512.

Everetts, Eldonna, L., ed. *Explorations in Children's Writings*. NCTE. 1970. 122 pp. \$3.95 (\$3.50 to NCTE members).

Stresses the view that children write about what matters to them. Includes articles on "talking and writing." Presents various points of view on these and related topics.

Gebrandt, Gary, ed. *Idea Book for Acting Out and Writing Language K-8*. NCTE. 1974. 78 pp. \$4.75. (\$3.95 to NCTE members).

Contains hundreds of activities for writing unfinished sentences, writing fables, completing scrambled sentences, expanding dictated sentences. Categorizes activities by grade level, difficulty, and number of pupils required. Specific, practical, timely.

Glaus, Marlene, ed. *From Thoughts to Words*. NCTE. 1965. 134 pp. \$3.65 (\$2.95 to NCTE members).

A book of enrichment activities written for elementary teachers to use with children in the language arts. Contains practical activities about poems, games, quizzes, stories, listening, picture words, oral and written expression. Includes many activities in classifying, comparing and contrasting, describing, using exact words, etc.

Lundsteen, Sara, ed. *Help for the Teacher of Written Composition K-9*. NCTE. 1976. 72 pp. \$3.95. (\$3.75 to NCTE members).

Deals with factors which encourage writing by pupils: recognition of pupil's needs and values; "desire to communicate; desire to achieve personal acceptance, and desire to emulate adult activities."

Tiedt, Iris, ed. *Individualizing Writing in the Elementary Classroom*. NCTE. 1975. 26 pp. \$1.50 (\$1.25 to NCTE members).

Describes procedures for setting up a writing center and for developing minicenters that focus attention on specific concepts. Includes task cards and activity sheets which involve pupils in individual skill development, as well as small group activities.

Handbook:

Composition in the Language Arts, Grades 1-8: An Instructional Framework. Wisconsin Department of Public Instruction. Madison, Wisconsin. Bulletin 5478. 38 pp. 1975. \$1.50

Describes important "elements of rhetoric central to the composing act," then gives many examples of useful activities designed to improve pupil's use of subject, audience, purpose, occasion. Also stresses the function of thesis, sentences, ideas, processes and forms of writing. Specific, practical; oriented toward writing, not only editing.

Developing Children's Power of Self-Expression Through Writing. Board of Education of the City of New York. 110 Livingston Street. Brooklyn, New York. 1973. 171 pp.

Describes many activities involving sense impressions, classifying, composing and contrasting, choosing exact words, etc. Contains valid suggestions for teaching mechanics as well, and evaluation by pupils, teachers, parents, and others.

Handbook for Language Arts Grades 1-2, 3-4, 5-6. Board of Education of the City of New York. Publications Sales Office. 110 Livingston Street. Brooklyn, New York 11201. Check to be made payable to: Auditor, Board of Education. \$3.00 (each publication: Grades 1-2; 3-4; 5-6)

Contains excellent activities for teaching classification, comparison and contrast, time order, cause and effect etc., as well as paragraph writing, note taking, outlining. Specific practical suggestions.

Writing Aids Through the Grades: 186 Developmental Writing Activities.
Teachers College Press. Teachers College. Columbia University. 1970.
136 pp.

Suggests activities to improve pupils' visual literacy and many activities to encourage pupils to write poetry: haiku, ballads, concrete poetry etc.

